

New Parental School.

Plans for a Model Institution for New York Boys.

FROM THE CITY RECORD, NEW YORK

The committee on buildings of the Board of Education has submitted for approval plans for the new Parental School on the road from Flushing to Jamaica, about 1,700 feet south of the North Hempstead turnpike, in the Borough of Queens. The present plans provide only for the administration and school building, three dormitory buildings, power house and farm buildings and additional buildings to be erected from time to time as funds are available for the purpose. The administration building will provide offices for the superintendent or principal and his clerks, together with a waiting or reception room for the general public, accessible directly from the main entrance, thus isolating the public portion of the executive offices from the school, which occupies the balance of the structure.

The first floor, in addition to the executive offices, will provide for four classrooms and an assembly hall, 60x66 feet, with entrances directly from the campus as well as from the schoolrooms. The second floor will provide seven classrooms, teachers' rooms, etc., while the attic has been laid off for storerooms and dormitories for the female help. The basement will provide three manual training shops, a gymnasium 60x66 feet, storerooms, toilets, etc., and space for the ventilating apparatus.

The dormitories or cottages present some rather unusual features, having been designed only after examination of similar institutions in various parts of the country, made upon the declaration of the board in favor of the adoption of the cottage system. The committee on special schools in considering the cost of the structures, as well as that for maintenance, finally recommended the double cottage or dormitory building, and the plans for these provide for a structure 121 feet in length, divided on its centre line by a fireproof wall running through to the roof, thus forming two distinct structures, as far as internal arrangements go, the only connection being through the fire escape which serves both portions.

The building in its entirety will accommodate sixty boys, divided into two equal groups, each in its own portion of the building and under its own master and matron. The boys on entering their cottage from the school, farm work or play pass through a door direct from the playground, which is provided at the rear of each cottage, through a hallway into the basement, where their outdoor clothing will be removed in a large, light dressing room, wherein are provided lockers with seats. If the clothing or shoes be damp they may readily be dried in a room especially designed for the purpose. At the rear of the dressing room there has been placed a lavatory, leading from which are two compartments, one for shower baths and the other for toilets. Each locker has a compartment for shoes, which the boys remove and replace with house slippers or moccasins before they pass into the dining room or the dormitories. This not only reduces the noise which thirty boys must necessarily make but also permits of the cottage being kept scrupulously clean.

One of the important things is a large, light open indoor playroom, which figures not only for recreation

purposes in the daytime, but also for that portion of the inmates of the cottage consisting of the active, restless boys, who do not care to sit and read during the evening, but would rather have their recreation in play. The first floor is entered both from the playground of the boys and from the campus, the hallway running directly across the buildings, with the dining room, pantry, etc., on one side and the living room, reception room and matron's room on the other.

The dining room is designed especially with reference to the seating of thirty boys, the master and matron and instructor, the pantry adjoining being fitted with china closets, refrigerator, sink, serving table and a bain-marie, the under side of which will be fitted as a plate warmer. On the opposite side of the hall the living room, about 28x32 feet in size, will afford ample space for the boys to be gathered about the tables in small groups, reading or playing games, being at the same time directly under the eye of the matron, whose room adjoins and is in direct connection therewith.

The second story is really the key to the building, since it must provide a dormitory for exactly thirty beds of the regulation size and with the requisite distance for aisles and passageways. Each boy will be provided with an individual locker, placed as near his bed as possible, in which his clothing, removed at night before retiring, is placed and locked. In order to afford adequate escape in case of fire an additional fireproof stairway, enclosed in a brick shaft, is provided at the rear of the building, connecting with the other dormitory, so as to afford ample escape for each, although the possible total destruction of one portion of the building might take place without in any way endangering the inmates of the other.

Adjacent to and overlooking the dormitory are the master's quarters, consisting of two rooms and a bath, clothing closets, etc., having also an entrance direct from the hallway. One of the important matters is the sewing and locker room located on this floor, in which is provided a locker for a supply of clothing for each boy.

The attic has two stairways. On this floor are the servants' rooms and bath, extra storeroom for the boys' clothing, also storeroom for house linen and bedding and the solitary room.

Coal is to be delivered at the top of the bunkers in the power house, while the supplies are unloaded here on a covered platform, from which they may be trucked into a light, airy and dry fireproof storeroom. To the right of the entrance is the bakery, with brick oven, proving room and space for bread storage for two or three days supply. To the left is to be a large kitchen, with its cooking ranges, soup kettles and refrigerators, divided into three spaces for meat, vegetables and milk, butter and eggs. It is proposed to deliver food from the central plant through subways.

SWIMMING BATHS URGED.

Proposal to Have Them in All the New Public Schools.

Swimming has been made part of the education of the children in various cities. In the public schools of Brookline, Mass., a pupil cannot graduate unless he or she has a certificate of ability from the swimming master of the Brookline baths. Not only do the children of this Boston suburb know how to swim but many of them are skilled in the work of saving and resuscitating a drowning person.

There is one class membership in which is regarded as a high honor by all the pupils of the schools and that is the emergency class. To qualify for it the pupil must demonstrate his or her ability to swim certain distances within a specified time. One of the principal tests requires the applicant to swim, supporting another person a certain distance within a certain time limit.

England long ago adopted the idea of fostering the accomplishment of swimming in the schools. But they go further than merely teaching the

pupil to swim. He is taught how to save life. There are over twenty thousand members of the English life saving association, all of whom have had a thorough course of instruction.

There is a public school life saving championship for which prizes are given each year. Teams of little boys and girls on the day of competition come from all parts of London. The teams are made up of eight members, and the members range in years from 10 up.

They go through regular manoeuvres. With perfect step and time four members step forward and jump into the water and go through the motions of persons in the act of drowning. Then the remaining four members of the team dive into the water after them and tow the others to safety.

If a striking illustration of the good results of such instruction were needed it could be furnished by two incidents which occurred last summer within two weeks of each other. A flatboat used for ferry purposes was slowly making its way across a river in the West with eighteen men. About midway the craft was sunk. Not a single man of the eighteen could swim and so none escaped.

A couple of weeks later a boat with twenty-three girls was making its way across a stream in England. When the boat reached the centre of the stream some one rocked it and all the girls were thrown into the water. They all promptly swam ashore and there was not a single life lost.

The plan of the Brooklyn local school board would make it possible for nearly every child in the greater city to have the chance to bathe and swim. A very important part of this plan would be the opportunity afforded girls to learn to swim. Boys now have a dozen chances to learn to swim where a girl has one.—New York Sun.

LEARN ABOUT THE NAVY.

Now that there is so much said and written about our great navy, it behooves every boy (and girl, too, for that matter) to inform himself concerning our battleships, their sizes, their number and their names. Also to learn all about their officers' duties as well as the duties of the common sailor-soldiers. The navy occupies a great place in the government of a nation, and every child should know as much as he or she can learn about it. Ask your older brothers about our navy; if they can't tell you, make them feel ashamed of their ignorance. Then ask your parents. And what they cannot tell you, ask your teachers. And, lastly read every word you can find on the subject. And, after reading, Remember.

Then, after you feel that you are pretty well informed regarding our own navy, take up that of the Japanese; then that of the Germans. In short, you will find that a pretty thorough knowledge of all the navies of the world will make pleasant study for the long winter evenings after your other lessons are prepared. It is not like real study, you know, for it is not laid out in lessons by teacher. Therefore, it is more like a pleasant pastime. And the deeper you go into the subject the more interesting you will find it. So if you have not already begun to study about our navy, do so at once.

At the meeting of the National and State Pure Food Departments last year it was recommended that the bleaching of dried or evaporated fruits should be stopped by national and State legislation. It is now the custom to whiten the fruit by use of sulphur fumes, and it is claimed that the process is somewhat injurious.—American Cultivator.

The brownish spots which appear in old books are really due to the ravages of bacteria. The tiny destroyer is especially fond of starch material and its propagation is promoted by damp.

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